IEP 101 for Parents

City Schools Of Decatur

Learning Targets

- I can identify the key sections of an Individualized Education Plan (IEP) and what I should see/read in them.

- I can prepare for my child's IEP meeting so that I can be a full participant.

Sections of an IEP

- **Present Levels of Academic Achievement and Functional Performance (PLAAFP)**
- Transition
- **Special Factors**
- **Goals and Objectives**
- **Accommodations**
- Extended School Year (ESY)
- Transportation
- **Services**
- **Minutes**

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Present Levels

What you should see/read...	What you should not see...	How to make a request...
● History of performance on the Georgia Milestones (this is already populated by GOIEP) ● A **summary** of assessment findings including present and previous evaluations that are related to the academic, developmental or functional needs of the child ● Summary should also include a description of classroom performance (including work samples) and current progress in the area of weakness	● The **entirety** of psychological reports or other evaluations that were completed or shared with school. ● The same levels of performance from the previous school year. ● Outdated goal performance from previous years	● If parent has private evaluation information they would like to share, it can be reviewed and added to the the Summary of Assessment Findings. *Please send ahead of time ahead of time to the team* (recommended 1 week) ● Parents may also request additional individual assessment measures through a separate re-evaluation data review meeting.

Present Levels

What you should see/read...	What you should not see...	How to make a request...
● A description of student academic, developmental or functional **strengths**. Strengths can come from most current psychological report, classroom testing, general classroom performance, and observations. ● Parental input about strengths and concerns ● General statement describing the <u>impact</u> of the disability on student performance.	● No data or information from the classroom setting ● Specific programs or methodologies	● Parents can bring a copy or email a copy of parent concerns before the IEP meeting. (The sooner received the better...don't hold concerns until the night before the meeting...it become much more difficult for teams to address).

Special Factors

What you should see/read...	Additional Info....	What you should not see...
- For some students, special factors may prevent a student from performing certain tasks. - This section guides you through these special factors to consider, such as whether a student needs assistive technology or a behavioral intervention plan. - Four of the special factors must be considered for every student: Communication Assistive Technology Alternate Format Materials Limited English Proficiency - The following factors are considered only for certain disabilities: Behavior Intervention Plan Blind/Visually Impaired Deaf/Hearing Impairment	**Communication Needs** are usually addressed with speech therapy. **Assistive Technology** devices and services are two different considerations. AT devices are specified in goals and/or accommodations sections. **Alternate formats** can include Braille, auditory format, large font. **Behavior Intervention Plan** follows this section *if required.* BIP includes preventive strategies, replacement behaviors to teach, and strategies to respond to the behavior	Specific name brands of assistive technology (e.g., "CoWriter") -- instead generic terms are used such as "word prediction software"

Goals and Objectives

What you should see/read...	What you should not see...	How to make a request...
- All goals developed should: **S**pecific **M**easurable **A**ttainable **R**elevant **T**ime-Sensitive - The proposed goals should be directly connected to the identified areas of weakness outlined in your student's present levels of performance. - Goals should have baseline data which outlines your student's current progress in that area. Baseline should be present for newly proposed goals also.	- Goals repeated from the previous IEP without a discussion during the meeting. However, should the team determine that continuation with an existing goal is warranted, then the team should consider making some adjustment to the goal. - Placement in goals (for example, in the general education classroom, student will____). - Methodology or programs in goals (for example, using i-Ready student will____.) - Goals for every standard in	The inclusion of academic, functional, social/emotional goals should be a data driven decision.

Accommodations

What you should see/read...	What you should not see...	How to make a request...
● Specially Designed Instruction that supports your student's acquisition of general education content. ● Focused accommodations that are linked to your student's area of weakness as identified in the present levels.	● General accommodations not linked to your student's present level of need. ● Continuation of accommodations without careful considerations of the educational benefit. ● Laundry list of accommodations that everyone receives	● The inclusion of accommodations should be discussed every year.

Extended School Year (ESY)

| What you should see...	What you should not see…	How to make a request…
The team consider different factors to determine if ESY is required, including ● Regression ● Lack of progress in critical skills ● Breakthrough skills ● Interfering behaviors ● Severity of the disability ● Other circumstances The team chooses goals to work on during ESY and services	Deferring the ESY decision (new rule) ESY provided because of a specific disability category ESY provided because "that's what the student has always received."	Through the IEP process. It's an IEP team decision. Remember it is not an"automatic" just because it was provided last year….it is an annual decision.

Services

What you should see/read...	What you should not see...	How to make a request...
● Special education services divided into two general categories -- services in general education and services in special education ● Co-teaching, Supportive and Small Group services ● Related Services, including transportation ● Services that fit the student's needs and goals ● Services listed by number of sessions per week for a specific length of time with a content area listed. ● Services for one year, or less for amendments ● Extended School Year (ESY) services outlined	● Services listed in draft ahead of time ● The creation of settings within settings ● The names of specific service providers ● Specific schedules	● All services and placement options should be based on data. What does the data say? ● Parents and school staff can request to meet if they believe that the services are not meeting the student's needs.

Minutes

What you should see/read...	What you should not see...	How to make a request...
- Minutes - Because the CSD DSE has asked for them to be included. ***Overview*** of the meeting - Capture the discussion of the sections such as updates to sections and goals. - Capture the rationale for decisions reached. - Capture any points of disagreement and why - Action items	- Word-for-word/verbatim account of the meeting with quotations from everyone that spoke. - Not "court reporter" type	- Remember minutes are not "required" in IDEA or by GaDOE. - You can ask for specific statements to be added to the minutes, but it does not mean that the team agrees with the statement. - You can submit your own version of minutes and ask that they be included in the educational record.

Who do I go to for **Special Education** related questions/concerns?

Case Manager
* SpEd Teacher
* Gen Ed Teacher

SELT

Coordinator

Executive Director
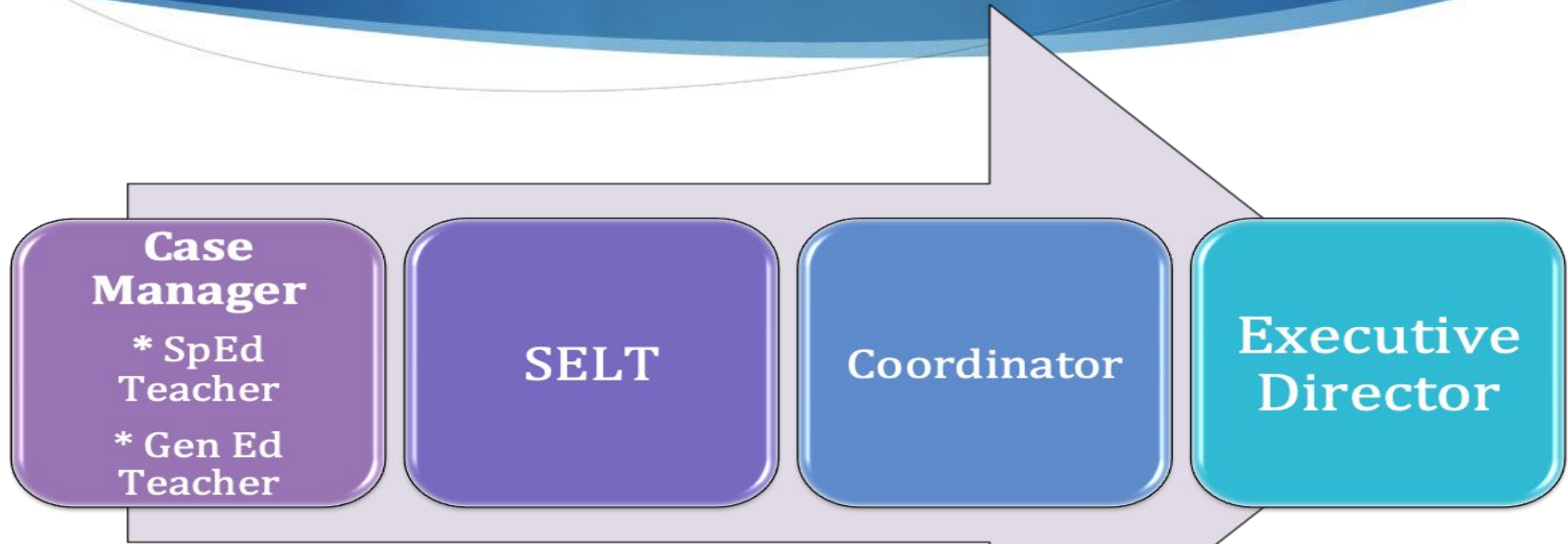
Remember to keep your child's case manager in the loop

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Other building-level contacts

Other Teachers (not the case manager)	Building Administrator(s) or their designee such as an Assistant Principal
• *For students with multiple teachers or service provider,* contact the individual who is closest to the concern or question and CC the case manager to keep them in the loop. • For example, for Speech questions, ask the SLP or the ELA teacher for an ELA specific concern/question.	● Concerns with IEP implementation or data collection ● Scheduling questions/concerns ● Assignment of case manager ● Building specific activities or events such as student-led conferences, crew meetings, morning meetings, or with specific teachers or paraprofessionals. *Principals supervise the staff in the buildings.*

Addressing Concerns

For concerns relating to a specific staff person - *Always contact specific staff person first.* *Schedule a meeting to discuss and work through it.*

If the matter is not resolved or depending on the gravity, contact the principal too.

For concerns with the principal, *contact the principal first*. **Schedule a meeting to discuss and work through it.**

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Tips for parents

- Get and stay organized
  - Create an annual binder with sections: IEPs, Evaluations and Eligibility Reports, Progress Reports, Other relevant documents
  - Back up the all IEP paperwork to a flash drive or Cloud network
- Generate a list of unaddressed questions or concerns.
  - Share the list of unaddressed questions or concerns with the case manager and LEA early/before the meeting.
- Generate a list of accomplishments and milestones
  - Share the list of accomplishments and milestones with the case manager and LEA early/before the meeting.

Tips for parents

- Remember it's always a process
- Balance short term and long term goals
- Prioritize --- ..it is impossible to work on everything at the same time.

Q & A